

364. SOCIAL STUDIES STANDARDS.

Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses.

01. U.S. HISTORY. These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics, and culture.

02. GOVERNMENT/CIVICS. The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government.

“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.” Thomas Jefferson (1820).

03. ECONOMICS. The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day -- at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.

472. SOCIAL STUDIES STANDARDS - U.S. HISTORY - MIDDLE GRADES, SECTIONS 473 THROUGH 485.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

473. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.	i. Compare and contrast population data to determine settlement patterns from early North American settlement to the Civil War. ii. Use maps, charts, and graphs to explain the economic development of the North and South prior to the Civil War.

	b. Differentiate between historical facts and historical interpretations.	i. Compare and contrast the depiction of the Crossing of the Delaware with a factual written account. ii. Read a historical fiction novel about the mountain man and compare it to the realities of the time period.
	c. Chronologically organize significant events and people who form the foundation of early United States history and explain their historical relationships.	i. Construct tiered timelines to show the evolution of slavery in the United States from its beginnings until the Emancipation Proclamation. ii. Create a poster that illustrates the development of political parties in the United States from the ratification struggle of the Constitution until the election of Abraham Lincoln.
	d. Identify an issue or problem of the past, obtain relevant historical data, and formulate a position or course of action on the issue.	i. Pretend you are a newspaper editor. Write an editorial for your newspaper giving your opinion on President Andrew Jackson's war on the Bank of the United States. ii. Create a time capsule for future generations with artifacts, letters, diary entries, and eyewitness accounts representing both the views of the Royalist and Patriots in the Revolutionary War.

474. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States.	i. Create a chart comparing the democracy of Ancient Greece with the democracy of today's United States. ii. Role-play a New England town meeting to find and hire a new minister.
	b. Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.	i. Imagine self as colonist and list rights and freedoms they wanted. Compile class list and compare with what colonists actually had. ii. Develop an argument supporting the rights listed in the Declaration of Sentiments written at the Seneca Falls Convention.
	c. Analyze the issues surrounding centralized government versus states' rights issues.	i. Compare and contrast the government created by the Articles of Confederation and the government created by the United States Constitution. ii. Conduct a mock debate over ratification of the Constitution. Opposing sides would represent the federalists and the anti-federalists points-of-view.

	d. Provide and evaluate examples of social and political leadership in early American history.	i. Develop a chart showing the differences between Alexander Hamilton's and Thomas Jefferson's views of democracy. ii. Select an American leader during The Great Awakening who effected significant social change and write a short defense of your choice.
	e. Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights.	i. Write a journal describing in the first person the relocation of the Cherokee people along the Trail of Tears. ii. Analyze the voting criteria established by each of the original Thirteen Original Colonies.

475. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Trace the spread of early human societies and the rise of diverse cultures in the United States.	i. Debate the various theories on who the earliest human beings on the North American continent where and how they came to be there. ii. Create or complete a map that shows the major Native American cultural regions at the time of European exploration of the North American continent.
	b. Identify significant countries and their roles and motives in the European exploration of the Americas.	i. Create a cause and effect chart for the Spanish exploration of the Americas. List the events and conditions that led to and resulted from exploration. ii. Compare and contrast English and French motives for exploration of North American and the consequent impact on native people.
	c. Analyze and describe the interactions between native peoples and the European explorers.	i. Imagine you are a Native American living in California who meets Father Junipero Serra and is then converted to the Catholic faith. Describe how your life changes. ii. Research the advent of the horse in North America and list the ways the horse changed the way of life of the Plains Indians.
	d. Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.	i. Make a tiered timeline showing the progression of settlements in North America, the significant countries or people involved in their settlement, and the reasons for the settlement. ii. Reenact the trial of Anne Hutchinson.

	e. Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.	i. Create a map showing the route of Lewis and Clark, geographic features, Native American nations, and prior claims of European countries. ii. Write an essay describing United States policies that, if altered, could have avoided The Alamo.
	f. Know the factors that contributed to western expansion in the United States in the early 1800s.	i. Debate the benefits to the United States of the Monroe Doctrine and the future expansion of the United States. ii. Prepare and give a speech to Congress explaining how the Louisiana Purchase is important to the goal of the Manifest Destiny.

476. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Analyze the religious, political, and economic motives of voluntary immigrants from different parts of Europe who came to North America.	i. Using historical information, select a European country and write a skit demonstrating why a family should immigrate to America. ii. Develop a historical outline map indicating where the various Europeans settled in North America and their reasons for this settlement.
	b. Explain the motives and consequences for the involuntary immigration of indentured servants and enslaved Africans to the American colonies.	i. Complete a map showing the triangular trade between Europe, Africa, and the Americas. Identify the various cargoes and their origins and destinations. ii. Design a poster that shows the reasons why the North used indentured servants and the South incorporated slavery.
	c. Describe the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America.	i. Make a chart listing various migrating groups showing where they settled, reasons for moving, and the development of communities as a consequence of their migration. ii. Write a letter to family members left behind in the East convincing them to journey on the Oregon Trail and join the rest of the family in Oregon. Use historical research as a basis for this letter.
	d. Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States.	i. Develop an advertising brochure designed to convince people to move west using the theory of Manifest Destiny as part of the argument. ii. Describe the impact of the United States government's land policy on settlement patterns of the United States.

477. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.	i. Role-play an assembly line production system and then explain how that differs from being a master craftsman. ii. List the inventions of famous American inventors and explain how they had an impact on the American economic system (some suggestions: Samuel Slater, Eli Whitney, and Robert Fulton).
	b. Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.	i. Develop an electronic presentation detailing the history of transportation in the early United States through the Civil War. ii. Develop a chart that demonstrates the time it took to travel from Kansas City to the west coast using various modes of transportation and explain why that was significant.

478. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Analyze the causes and consequences of the French and Indian War (Seven Years' War).	i. Write two speeches, one English viewpoint and one French viewpoint convincing the Native Americans to become allies in the French and Indian War. ii. Design a recruitment poster to enlist soldiers to fight on your side during the French and Indian War.
	b. Identify and analyze the causes and consequences of the Revolutionary War.	i. Debate whether or not to declare independence from England. ii. Write an essay describing the economic problems of the new United States following the Revolutionary War. In your essay solve the nation's money problems based on historical research.
	c. Identify and analyze the causes and consequences of the War of 1812.	i. Compare and contrast reasons for the Revolutionary War and the War of 1812. ii. Write a newspaper article describing the burning of Washington, the nation's capital, during the War of 1812.
	d. Explain how the westward migration impacted Native Americans.	i. Identify and evaluate a specific example of forced relocation of Native Americans, for example, the Trail of Tears. ii. Analyze the Northwest Ordinance in relation to Native American policy and cite examples of violations.

	e. Identify and analyze the causes and consequences of the Civil War.	i. Compare the economic, social, and cultural differences between the North and the South prior to the Civil War and explain how those differences led to armed conflict. ii. Role-play a discussion between two family members who have chosen different sides in the war.
	f. Identify key leaders and significant events that influenced the outcome of the Civil War and the continuing relationships between northern and southern states.	i. Write a newspaper article covering Lincoln's Gettysburg Address. ii. Describe Sherman's March to the sea and its lasting impact upon the South.

479. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Know the different cultural and social influences that emerged in the North American colonies.	i. Create a pie graph showing the ethnic origin and the great ethnic and cultural diversity of the colonies in 1775. ii. Organize an exposition where all thirteen colonies are represented and their various cultural and social diversities are displayed.
	b. Describe the experiences of culturally, ethnically, and racially different groups trying to assimilate as part of American society prior to the Civil War.	i. Write a song that depicts the contributions and struggles of a particular minority group. ii. List five factors that helped in the assimilation process and five that made it difficult.
	c. Know the common traits, beliefs, and characteristics that unite the United States as a nation and a society.	i. Make a list of common traits, beliefs, and characteristics of an American and write a poem using this list. ii. Write a 4 th of July oration of what it is to be an American.
	d. Analyze the issue of race in the social and cultural development of the Pre-Civil War United States.	i. Research the U.S. Constitution, find where slavery is addressed, and explain how the recognition in the Constitution influenced the role of slaves in American society. ii. Stage a debate between abolitionists and proponents of slavery in the presidential election of 1860.

480. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Identify and explain the role of the ideas expressed in such documents as the Magna Carta and the Mayflower Compact on the development of constitutional democracy in the United States.	i. Write a letter from King John in 1215 describing to his brother what the Magna Carta did to alter the kingship of England. Base the letter on historical research. ii. Develop a petition representing the ideas set forth in the Mayflower Compact and seek the signatures of 41 people.
	b. Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.	i. Write a brief opinion statement identifying which part of the Bill of Rights is most important and why. ii. Rewrite the Declaration of Independence in modern day language. Display this work on the class bulletin board.
	c. Identify fundamental values and principles as expressed in significant writings and speeches such as The Federalist Papers, Washington's Farewell Address, and Lincoln's Gettysburg Address.	i. Develop a poster, using a variety of materials, which exemplifies the fundamental values upon which the United States system of government was established. ii. Research the history of Lincoln's writing of the Gettysburg Address and report to the class.
	d. Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good.	i. Research and share a current event or issue that demonstrates a fundamental right, guaranteed by the Constitution that is in conflict today with certain segments of American society. ii. Interview a city leader in the community about the concept of individual rights versus the common good.

481. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.	i. Create a chart showing the three branches of government and how the powers are distributed and shared among them. ii. Role-play a member of congress and argue why the powers of the president should be reduced (or expanded). Base all arguments of careful research.
	b. Know how and why powers are distributed and shared between national and state governments in the United States.	i. Develop a chart that shows the shared powers (taxation, regulated voting) the functions commonly exercised by state governments (education, law enforcement, health, highways) and those powers prohibited to state governments (foreign affairs, coining money, raising an army).

482. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Know the factors that have influenced American voluntarism such as colonial traditions, frontier conditions, and religious beliefs.	i. Dramatize a colonial village and include the ways the colonists volunteered to help one another. ii. Prepare a newspaper article that features citizens from the colonial village who are deserving of special recognition for good citizenship.
	b. Explain the relationship between individual freedom and personal responsibility in the United States.	i. Role-play a first amendment right that is being challenged by a segment of society. ii. List the pros and cons of gun control in the United States.
	c. Describe ways in which citizens can participate in public life.	i. Conduct a mock trial where different members of the group take on the role of judge, prosecutor, defense attorney, defendant, witnesses, and the media. ii. Develop a list of ways a person can volunteer in the community.

483. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Describe the economic characteristics of colonialism.	i. Develop a visual that shows the routes taken colonial merchants who participated in the Triangular Trade and explain what goods were transported on each leg of the triangle. ii. Research and write a report on mercantilism.
	b. Know the economic motivations for the constant expansion of the western border of the United States.	i. Describe the competition between the Hudson Bay Company and the Northwest Fur Company and how the control of fur trapping areas was meant to control settlement. ii. Create an ad for an eastern newspaper enticing people with free land in the Oregon Country.
	c. Explain how the human and material resources of the Union and Confederacy affected the course of the Civil War.	i. Research and then display on a chart the goods the south was dependent on the north for providing. ii. Make a museum display about growing cotton that includes a map showing where cotton was grown in the United States in the mid 1800s.

484. ECONOMIC INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economic systems.	a. Know the economic policies of England that contributed to the revolt in the North American colonies.	i. Develop a poster informing the colonists of the new taxes being imposed by Britain in the 1760s. ii. Write an editorial for the newspaper opposing taxation without representation.
	b. Explain the role of government policy in the economic development of the United States.	i. Complete a classroom simulation on the following: The community needs a new bridge across the river. Determine who will pay for the bridge, where will the money come from, who will be employed to build the bridge. ii. Make a chart that shows the goods and services provided to the population of the country by the government, both state and federal.

485. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places and environment on the earth's surface.	a. Develop and use different kinds of maps, globes, graphs, charts, databases and models.	i. Use databases to gather census data, land-use data and topographic information to explain the distribution of people in the United States during the 19 th century. ii. Develop a model of the 13 original colonies showing the major geographic features of the land.
02. Understand the migration and settlement of human populations on the earth's surface.	a. Describe ways in which human migration influences the character of a place.	i. Examine the culture of the American West. ii. Compare and contrast the lifestyles of Northerners and Southerners in the decade preceding the Civil War.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Analyze ways in which humans respond to their physical environment.	i. Collect data on climate, land-use and population distribution in the original 13 colonies looking for similarities and differences. Speculate as to why certain regions supported certain activities. ii. Develop a map showing the major river ways used by early Americans, early dams and modes of transportation on the river ways.